

St Patrick's College Behaviour Support Policy

Fostering Talent, Providing Challenge, Pursuing Wisdom

COLLEGE MISSION STATEMENT

St Patrick's College aspires to be a community based on Gospel values of love, forgiveness, compassion, respect, sensitivity and justice, expressed through the Catholic tradition.

We strive to:

- foster a deepening personal commitment to God
- witness to Gospel values and the Christian way of life in our dealings with each other and the wider community
- promote spiritual, intellectual, emotional, social and physical development
- recognise and foster the talents and potential of each member of our College community.

COLLEGE CONTEXT

St Patrick's College has provided Catholic education for the Gympie District for over 120 years. St Patrick's College is a Parish based College catering for Years 7 to 12 in a coeducational setting. In 2015, around 400 students were enrolled at the College. The College has a strong Catholic tradition based on the Sisters of Mercy High School for Girls (established in 1879) and the Christian Brothers College for Boys (established in 1904).

As per the 2011 census, our community profile is one of lower socio economic status, higher unemployment and lower house prices in comparison to the state average. St Patrick's draws a majority of students from the Parish Primary School and this is supplemented by enrolments from a range of local state primary schools.

The College's Pastoral Care framework is based on a House structure. Each student is assigned to a House Group. The House Coordinator has daily contact with the group and strives to foster the well-being and harmony of all members. A vertical Home Room structure has been established to allow older students to mentor to younger ones.

St. Patrick's has a strong history of providing excellent outcomes for its graduates.

Consultation Process

The Behaviour Support Policy of St Patrick's College is seen as a working partnership between students, staff, parents and the wider community. The Student Behaviour Support Plan has emerged from a series of guided staff reflections and a working group. It has been driven from the Strategic Renewal process and the data that emerged from this, including staff parent and student surveys. The Student Behaviour Support Plan will be reviewed in 2016 and at regular strategic intervals afterwards. This is a living document that will be adapted as circumstances evolve.

Our Approach - Positive Behaviour for Learning

Positive Behaviour for learning is about people, practices and processes. It is not a program but the way we work with our students. A focus on learning, capability building, wise and thorough use of data and identifying and spreading good evidence based practice are all integrated into this approach. The beliefs that underpin this framework are based on the following:

- Behaviour is learned, therefore responsible behaviour can be taught.
- Positive student behaviour is best achieved through engagement
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

Guiding Principles

The aim of this Student Behaviour Support Policy is to foster a Christian spirit which is demonstrated by the development of positive relationships. These relationships show mutual respect, recognise the rights and responsibilities of students, staff, parents and the community and promote behaviour which is both socially acceptable and which develops personal responsibility for all concerned. The human dignity of each individual is upheld by encouraging acceptance of individuality, tolerance of differences and forgiveness of one another in keeping with our Catholic philosophy.

We recognise that all members of our community, students, parents and staff, have certain rights and responsibilities. Within these, we aim to provide a holistic education in a safe and encouraging environment.

As members of the St Patrick's College Community we "Let our light shine" by demonstrating – RESPECT FOR SPACE, OTHERS AND SELF (SOS) and we aspire to ENHANCE SELF, OTHERS AND SPACE.

Acknowledging this, the following are the guiding principles on which our Behaviour Support Plan is based:

1. Each student, parent and staff member within the St Patrick's Community has been created with their own unique gifts and talents. Working in collaboration, recognizing the partnership between staff, parents/caregivers and students is necessary for successful behaviour support.
2. Parents and teachers have expectations regarding the behaviour of students and are involved in guiding them to determine the behaviour appropriate to the situation they are in.
3. Students are supported in choosing responsible behaviour and to recognise that all behaviour creates consequences and opportunities for learning.
4. College rules and expectations which promote these rights and responsibilities should be:
 - Fair
 - Clear and simple
 - Used consistently
 - Regularly communicated, displayed, modelled and reviewed
 - Linked with logical consequences
 - Few in number
5. Intervention strategies begin with the least intrusive, progressing to the most intrusive, as necessary. Students are assisted in the process by having productive behaviour modelled; knowing the logical consequences for anti-social/unproductive behaviour in advance; being given supported opportunities to develop plans to improve their behaviour.

St Patrick's College model for student wellbeing support: a student centred focus.

In the light of these guiding principles we are committed to a student centred approach that optimises the wellbeing of all. We acknowledge that to offer support we rely on the expertise of many stakeholders working in active partnership. These partnerships are illustrated below:

